

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the theories that are related to Second Language Acquisition (SLA), code-switching, code-switching in foreign language teaching, and FLSP for speaking at UMM.

2.1 Second Language Acquisition (SLA)

In this section, the present research some basic terminologies common to the field of second language acquisition, accompanied by brief definitions. Gass and Selinker (2008) SLA refers to the method of learning another language when the language has been learned. Generally, the term refers to the training of a third or fourth language. The vital fact is that SLA refers to the training of a non-native language when the training of the language. The second language is often remarked because of the second language.

Krashen (2002) mentions that SLA cares with the study of the means during which a private becomes able to use one or more language different from his first language. This method is use to gain a very natural setting or through formal classroom instruction, and, though the degree of proficiency that may be attained could be a controversial topic, it will begin at childhood or throughout the adult age.

2.2 Code-Switching

Code switching is generally defined as a shift from one language to another by the speaker during speech. It occurs when bilingual speakers switch from one language to another in the same discourse, sometimes within the same utterances involving the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation (Hoffmann, 1991)

Code switching is the one of alternative way to bilingual of two or more languages in the same conversation. Ibrahim (2013) stated that Code-switching is the use of more than one language by communicants in the execution of a speech act. On the other word, codes-witching is the phenomenon of moving the one language variety to another language orally or written to adapt the different situation (Jendra, 2012).

In the class, when the teacher teaches a foreign language code switching also become strategies learning in order to develop the students skill in English language. In the beginning of meeting the teacher uses target language when they explain the material and then they switch again into Indonesia to make sure understood for the students.

Dealing with types of code switching, Hoffmann (1991) say that there are three types of code-switching; they are inter-sentential switching, intra-sentential switching, and emblematic-switching (tag switching)".

2.2.1 Types of Code-Switching

There are several attempts to administer a typological framework for the development of code-switching. In Hoffman's theory, there are four types of Code-Switching, they are tag switching, intra-sentential switching, inter-sentential switching and emblematic code-switching:

1. Tag Switching

Tag switching involves an exclamation, a tag or particular remark in a language different from the rest of the sentence. Common English tags such as “you know”, “I mean”. And “right” are some of the examples that fit into the category. In the types of code-switching is very simple and does not involve a great command of either language, since there is a minimum risk of violation of grammatical rules.

For example:

It's okay, no problem, *ya nggak?*

It is a code switching because the utterance shows that the speaker switches from English “It's okay, no problem” to Indonesian “*ya nggak?*”. This code switching which is existed in the last sentences is an insertion of a tag from one language into an utterance which is entirely in one another language. So, these utterances can be classified into extra sentential or tag switching.

2. Intra-sentential Switching

Intra-sentential switching occurs when words and phrases from another language are inserted into a sentence of the first language, and thus, a sentence is made up of two or more language,

For example :

Can you please tell me *kalimat apa ini?*

I'll give you a gift *kalian bisa jawab.*

It is called code switching included intra-sentential switching. Because the utterance show that the speaker switches from English into Indonesian in the single sentence or utterance.

Selain di post office itu kita ngapain sii?

The example above can be called code switching included intra-sentential switching. The utterance show that the speaker inserted phrase of second language in first language in a sentence.

3. *Inter-sentential Switching*

The inter-sentential switching is the utterance starts with a complete English sentence then it is followed with an Indonesian sentence, and ends with English sentence. The switching occurs between sentences and there is a boundary (a full stop) between the sentences. The switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language. So, from the general definition of inter-sentential switching occurs when a speaker switches from one language to another between different sentences. (Hoffman as cited Yusuf and Fata, 2018)

For example :

“You have the task for the next meeting. *Kamu harus membuat dialog pendek*”.

From example above it is intersentential switching because the speaker has completed a sentence in English “you have the task for the next meeting”, and then speaker switches to Indonesian “*kamu harus membuat dialog pendek*” in the next sentence.

4. Establishing continuity with the previous speaker

Establishing continuity with the previous speaker, it occurs to continue the utterance of the previous speaker (Hoffmann, 2014). One of the motivations behind this switch is to establish resemblances between interlocutors because of the trigger effect. People continue to speak the language most recently used because of the trigger effect, as shown by the example :

Speaker 1 : “ I can’t continue my study anymore, I got bad points in all subjects, it is all over.”

Speaker 2: “Why not ? you can try to study harder, *saya kan bantu kamu belajar.*”

2.2.2. Functions of Code-Switching

Code-switching uses in bilingual humans because of any purpose. It’s due to the speaker want to make certain about their talk or the speaker recollects that other human beings do no longer recognize the language. On the other hand, code-switching has several features. Reyes (2004) there are fourteen functions of code-switching. Such as: clarification, reiteration or repetition, explanation, asking, translation, checking for understanding, emphasizing of a language element, making inferences, developing vocabulary, class discussions of the students’ task, giving feedback, asking memorization, class management, and entertainment and general communications.

The first is the function of clarification; it was conducted by the teacher and the students to provide clarification or confirmation of an explanation, or of information, or of questions, or of a statement, in order to avoid misunderstanding in terms of capturing the intent of the English. The use of code switching becomes the means that the teacher uses to confirm or clarify her meaning of communication. So, she feels the need to transfer the code into Indonesian for clarification of her previous converses in English.

The second is the function of reiteration or repetition. In doing the code switching for reiteration, the teacher repeats the speech in Indonesian in the form of a sentence or phrase. Repetition was done to align the meanings in the two different languages (i.e. Indonesian and English), so that the students in the interaction could gain a better understanding of the words or phrases spoken by the teacher.

The third is the function of explanation or redirection of code made by the teacher in the interaction when there are lessons that needed further explanation, and thus, to explain the earlier information given in English, the explanation is preceded in Indonesian.

The fourth is the function for asking questions. When the teacher interacted with the base code English, and then a student asked a question using Indonesian not English and so the lecturer used code switching when answering the student's question and asked him back another question.

Translation is the fifth function found in data. This form of code switching from English to Indonesian is done by the speakers to translate a statement or question because they felt that it needed translation to make the listener better understand the meaning of the statement or question in order to avoid misunderstanding.

The sixth function is to check understanding. This form of code switching from English into Indonesian or vice versa has a function to review material that has been taught previously. It was also done by the lecturer to check for students' understanding on a matter that has been taught-learned in the classroom as a benchmark for determining the level of students' understanding of the material.

The seventh function is for emphasizing some elements of language. Macaro (1997) says "important messages can be reinforced or emphasized when they are transmitted in the L1". This form of code-switching also occurred in the classroom interactions between the lecturer and students. The lecturer tried to emphasize the elements of language specifically related to teaching materials in English, so she felt the need to code switch to avoid misunderstanding between her and the students. This was so that they had the same understanding of specific linguistic elements related to the material. Possibly because the linguistic elements are theoretical, therefore, the lecturer felt the need to code switch into Indonesian so the students could better understand her.

The eighth function is for making inferences. This code switching is done for functionality to make conclusions, which means that the lecturer in this study used basic codes in English when explaining the materials. However, when concluding the lessons,

she explained them by code switching into Indonesian. So, the function of the code switching here was to make or to emphasize conclusions or inferences.

The ninth function is for developing vocabulary. This form of code-switching is done when the lecturer and the students were discussing about vocabulary. There were many times when the words had to be interpreted or translated into the first language so that the students could better comprehend English words to develop their vocabulary.

The tenth function is to discuss the students' assignment. This form of code switching was done by the lecturer to discuss the assignments that she had given to her students. To have her students fully understand her instructions, she code switched into Indonesian. Students would also do the same for clarification on the assignments given so that they could grasp the instructions correctly. This was also done when discussing the students' progress with her.

The eleventh function is to give feedback. In the data, this was found when the lecturer required the students to give her feedback on the lessons. This importance of code switching here was to determine the extent of students' understanding on the material being studied. It was also necessary to know the parts they have mastered the parts that needed improvement. Code switching enabled both the lecturer and the students to fully capture the heart of their feedback discussions.

The twelfth function is to remember or memorize. It was common in class that the lecturer frequently reminded the students about the materials, tasks, rules or roles that the students may have forgotten about, or otherwise not done. In such conversations code switching often occurred.

The thirteenth function is to assist in managing the teaching-learning activities in the class. There were some activities in the class that did not require the process of transferring knowledge as their main aim, but to support the management of the class during learning. For example, to get the students to walk in an orderly way. This is as supported by Choong (2006) who asserts that “some reasons for using the L1 in the classroom are to convey and check the comprehension of lexical or grammatical forms and meanings, to give directions, and to manage the class”. In such conditions and with such interactions, the lecturer and students often switched code into Indonesian because they felt that the condition or situation is not part of the transfer of knowledge.

The last function, the fourteenth one, is for entertainment and general communications. Examples found in the data were such as to relieve boredom, to relieve tension or simply to better familiarize themselves with each other in the educational situation. Sometimes both the lecturer and students made jokes with each other and, and thus, when jesting they felt better using Indonesian.

2.3 Code-switching in Foreign Language Teaching

According to Moeller (2015) Foreign Language Teaching (FLT) is Foreign language learning and teaching have undergone a significant paradigm shift as a result of the research and experiences that have expanded the scientific and theoretical knowledge base on how students learn and acquire a foreign language.

Based on situation above, there will be potential used of code switching because in the learning process, there are more than one language use. The use of code-switching may also be found in teaching in the classroom context. Especially in classrooms that

consist of bilingual, or even, multilingual speakers, such as foreign language (second language) classes. Although there is a tendency to force the use of only a second language in such classes, the code-switching phenomenon is unavoidable. Mainly in Indonesia, as a multilingual and multicultural country where people speak more than one languages and dialects, the use code-switching in English as Foreign language classes is inevitable.

In teaching on the classroom context in Indonesia where teacher and students share the same first language, Dailey-O'Cain (2005) said that foreign language learners switch back to their native language when they feel they meet obstacles in the target language conversation. Bergsleithner (2007) in her study on speaking and interaction in a pre-intermediate EFL classroom observed that the learners used code-switching to better express themselves when interacting with the teacher and when negotiation session of form and meaning. She also found code-switching arose from the need to get understood about grammar.

According to Karunaratne (2003) the use of the learner's first language in ESL classroom fulfils two requirements. Firstly, teachers would switch to learner's first language in any teaching situation that seemed too difficult for them to handle in English. Secondly, teachers used the learner's first language to give grammar instructions, to explain instructions to classroom tasks, to express their disappointment regarding student actions such as forgetting their books, talking in class or not paying attention to the lesson. Karunaratne considers these as situations where the learner's first language is used as a resource to Target Language comprehension as she finds the use of first language provides an indispensable comfort zone for both teachers and students who have to teach

and learn in a non-native language. Thus, this comfort zone helps in making the classroom more communicative by eliminating the disadvantage of not knowing English.

Perera (2001), in her observations showed some teachers who communicated exclusively in the TL in the classroom had difficulty making themselves understood. Students in those classes looked confused and had to rely on each other to understand what the teacher was saying. Thus, in this situation, the exclusive use of TL did not seem to have facilitated language acquisition. Since, students were finding it difficult to understand what is being taught, they did not take part actively in the classroom discussions. However, the teachers who did use the learners' L1 in the classroom were able to use it as a tool that enhanced interaction. The use of L1 provided students more opportunities to engage in L2 communication.

2.4 Foreign Languages for Specific Purposes (FLSP) Speaking for Speaking at UMM

In UMM, the Language Center (LC) use ESP that now changes to FLSP as Foreign Language Teaching for Specific Purpose. FLSP Speaking is one of teaching program from LC UMM for all of the students in any majors. Furthermore, FLSP for Speaking at UMM will be explain briefly.

UMM as one of private university in Malang provides a program that is supported by LC UMM to fulfil students need to help them in their future carers. This program is known as ESP. However, UMM had already conducted ESP program until 2018 and there were additional languages in academic year 2019 such as Mandarin and Japanese. Because of that condition, ESP nowadays changed into FLSP. FLSP in UMM starts since

some departments need not only English skills, but also other languages such as Mandarin to S1 Management Department, D3 Accounting Department, and International Relation Department. Meanwhile, Japanese is needed for D3 Nursing Department .

According to Kubrak (2012) Foreign Language for Specific Purposes (FLSP) is an approach to language teaching as a second or foreign language, whose aim is to empower a group of people with specific needs, no matter whether it is in academic, professional or personal issues. The course made based on specific teaching content and method according to each field of interest. There are two major types of foreign language for specific purposes have been recognized: a foreign language for academic purposes and foreign language for occupational purposes.

One of the language skills in English which is important is speaking. Speaking as one of language skill which is being taught in university, has become the main concern for the lecturer. Speaking is one of the important skills in human. Zyoud (2016) says that speaking is an activity which involves the areas of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation.. It is supported by Brown (2001), speaking is an interactive process of conducting meaning that involves producing, receiving and processing information. It can be concluded that speaking is a tool of communication to each other where the speaker can deliver his/her idea, opinion, feeling through verbal skill to the listener. From the definition of speaking, it can be concluded that speaking is one of language skill which constructs the meaning and needs certain grammar and vocabulary used to make communication with others.